R E P O R T R E S U M E S

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ORGANIZATIONAL PATTERNS OF PROGRAMS AT UNIVERSITIES IN THE UNITED STATES WHICH OFFER A DOCTORAL DEGREE IN ADULT EDUCATION.

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TO SURVEY THE ORGANIZATIONAL PATTERNS OF GRADUATE ADULT EDUCATION PROGRAMS, A QUESTIONNAIRE WAS MAILED TO THE 19 UNIVERSITIES IN THE UNITED STATES OFFERING ADULT EDUCATION DOCTORAL DEGREES, REQUESTING NAMES, TITLES, FACULTY ACADEMIC INTERESTS, PROGRAM ORGANIZATIONAL CHARTS, PLANS FOR EXPANSION, AND GRADUATE STUDENT LOAD. THERE WAS A 94.4 PERCENT RETURN. ALL DOCTORAL PROGRAMS WERE AFFILIATED WITH A UNIVERSITY, 11.8 PERCENT IN SEPARATE DEPARTMENTS, 17.6 PERCENT CONJOINED WITH OTHER AREAS OF EDUCATION, AND 41.2 PERCENT OPERATING WITHIN DEPARTMENTS OF EDUCATION. RESPONDENTS INDICATED THAT FEW ORGANIZATIONAL CHANGES WERE PLANNED WITHIN THE NEXT THREE YEARS. OFFICIAL TITLES OF PROGRAMS WERE TOO VARIED TO PROVIDE A CLUSTER FOR ANALYSIS. THERE AVERAGED THREE AND ONE-HALF FACULTY MEMBERS PER PROGRAM WITH 18 ADVISEES (11 DOCTORAL CANDIDATES AND SEVEN MASTER'S) FOR EACH. FACULTY MEMBERS DEVOTED 52 PERCENT OF THEIR TIME TO TEACHING, 21 PERCENT TO ADMINISTRATION, AND 27 PERCENT TO RESEARCH. THEIR ACADEMIC BACKGROUNDS INCLUDED 49.3 PERCENT IN ADULT EDUCATION, 11.6 PERCENT IN ADMINISTRATION, 10.2 PERCENT IN SOCIOLOGY, AND 7.3 PERCENT IN HIGHER EDUCATION. BY 1968 APPROXIMATELY 80 PERCENT OF THE FULL-TIME STAFF OF ADULT EDUCATION PROGRAMS WILL BE ADULT EDUCATION MAJORS. (DOCUMENT INCLUDES QUESTIONNAIRE, COVERING AND FOLLOW-UP LETTERS, AND CHARTS OF PROGRAM ORGANIZATIONAL PATTERNS.) (AJ)

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by

Clive C. Veri

AE001 545

The University of Nebraska
Lincoln, Nebraska
September, 1967

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PREFACE

The survey upon which this paper is based was conducted during the spring of 1967 for a term paper in Educational Administration 350, Educational Administration and Educational Policies. The topic was of special interest to the author since the Adult Education graduate program at the University of Nebraska was developing from an interdepartmental area program to what might well become a separate departmental organization.

The author is indebted to Dr. Dale K. Hayes, Professor and Chairman of the Department of Educational Administration, Teachers College, for his encouragement and guidance in conducting the survey. Special thanks are extended to the professors who responded to the questionnaire, for without their cooperation the survey could not have been completed. Needless to say, however, the author accepts sole responsibility for the interpretation of data and for the content of the report in general.

INTRODUCTION

The doctorate in adult education is a relatively new graduate degree in the field of American higher education. The first University to award the degree was Columbia University, in 1935, to the now retired Wilbur C. Hallenbeck and William H. Stacy.[1] Since that time, at least nineteen other institutions of higher education have initiated doctoral programs in adult education with an additional fifteen or more universities offering advanced graduate programs at the Master's level.

There is every reason to believe that such programs will be initiated in other colleges and universities in the near future. Dean Thurman White of the University of Oklahoma recently said, in fact, that ". . . at least one institution of higher education in each year of the next decade will begin to offer an advanced degree in adult education."[2] White's prophecy becomes credible when one looks at census data and finds that by 1982 the adult population of the United States will be 150 million and that well over one-fifth of them will be engaged in educative activity.[3] Graduate programs in adult education will simply have to increase in number in order

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[1] Cyril O. Houle and John Buskey, "The Doctorate in Adult Education, 1935-1965," Adult Education (Spring 1966), p. 131. Wilbur C. Hallenbeck, "Reflections of an Adult Educator," ibid. pp. 169-174. W. H. Stacy, "Lifelong Challenge," ibid. pp. 175-180.

[2] Presidential address by Thurman White, 1966 National Conference on Adult Education, November 14, Chicago, Illinois.

[3] John W. C. Johnstone, "Adult Uses of Education: Fact and Forecast," Sociological Backgrounds of Adult Education (Chicago: Center for the Liberal Education of Adults, 1964), pp. 126-127.

to provide professional personnel for the administrative, teaching, and research positions which burgeoning enrollments will create.

How should the new programs be organized? With which college should they be affiliated? What should be academic backgrounds of the faculty be? How many students should the graduate faculty be expected to advise? Generally, what is the current status of doctoral programs in adult education? These questions served, in part, as the impetus for the present paper.

Purpose

The primary purpose of the survey was to determine the organizational patterns of programs at universities in the United States which offer a doctoral degree in adult education. As a secondary purpose, the survey resulted in data which was used to develop a list of recommendations which in turn could be used to develop policies for a Department of Adult Education.

Terminology

For the purpose of this survey, the term, program of adult education, was defined as an organized program of studies offered by a department, bureau, institute, school, or sub-department of a college or university in the United States which led toward a doctoral degree in the area of adult education. Students enrolled in the program were being prepared to hold positions as teachers, administrators, and/or researchers in adult, continuing, or extension education.

Limitations

The survey was limited to include only those universities in the United States which offered Doctor of Education or Doctor of Philosophy degrees. Further, it included those programs identified by Houle and Buskey in 1966 as well as programs developed within the last two years and those planned for development within the next year as identified by adult education experts in the field.

Procedures

The survey was conducted in four phases. The first phase included a listing of (1) the universities which offered the doctorate in adult education, and (2) the names and positions of persons who had a doctorate in adult education and who held positions at these universities. These names were then cross-tabulated with those persons who were professional members of the Adult Education Association of the United States (AEA) to add the names and positions of adult education faculty members who did not hold specific degrees in the area and, hence, were omitted from the first list. Current graduate school catalogs of the respective universities were then consulted to update these lists.

The second phase included the development of a questionnaire used to gather data about the adult education programs. It requested names, titles, ranks, academic interests of full-time, part-time, and affiliated faculty, as well as organization charts of the programs, plans for expansion, and graduate faculty student load. The questionnaire was then mailed to the sixteen institutions which were identified as offering a doctoral program along with a cover letter and franked envelope. The cover letter listed the institutions to which the first questionnaires were sent and requested the

respondent to write in additions to the list of newly formed programs or of programs which were planned for development within the next year. If two respondents listed such a program, a recent graduate school catalog of the institution was consulted and a questionnaire was sent to the person who was thought to be in charge of that program. Three institutions were thus identified and sent questionnaires. A follow-up letter was mailed to institutions which did not respond to the first request.[4]

The findings of the survey were then reported. This phase was followed by a summary which included a profile of a typical program and conclusions.

FINDINGS

Data Upon Which the Study was Based

Questionnaires and covering letters were submitted to the nineteen universities in the United States which were identified as offering doctoral programs in adult education.[5] Out of this number, eighteen universities responded to the request. Since one of the universities no longer offered the doctorate in adult education, seventeen usable questionnaires were returned, a 94.4 per cent return. The findings of this survey, then, were made on the basis of these returns.

Organizational Patterns

The survey indicated, without exception, that existing doctoral programs in adult education were in some way affiliated with a school, college, or

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[4]See appendix A for the covering letter, questionnaire, and follow-up letters.

[5]The University of Nebraska was excluded from the survey.

department of education within the universities.[6] As seen in Table 1, however, four of the programs were jointly affiliated with a college of agriculture or other branches of the universities.

Table 1

Primary Branches of the Universities in which the Doctoral Programs Are Organized

Branch	Number Reported	Per Cent	Combined Per Cent
College of Education	5	29.4	76.5
Department of Education	2	11.8	
School of Education	5	29.4	
Teachers College	1	5.9	
College or School of Education/College of Agriculture/Other Branches	4	23.5	23.5
Total	17	100.0	100.0

When branches were combined, 76.5 per cent of the programs were found to be directly affiliated with a college, school or department of education, while 23.5 per cent held joint affiliation with a college of agriculture and/or other branches of the university.

The departments within the school or colleges under which the adult education programs were organized was not as clear cut. The data in Table 2 indicate, however, that 11.8 per cent of the programs had the status of separate departments, 17.6 per cent were conjoined with other areas of education namely higher education or instructional services, while 41.2

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[6] See Appendix B for the organizational patterns of the doctoral programs that are represented in this survey.

per cent of the doctoral programs in adult education were operated within or as a part of departments of education, higher education, administration, supervision, secondary education or a combination of these areas. The status labeled as "Other" in Table 2 represents departmental affiliation or interdepartmental schemes of organization which were too varied or complicated to classify.

Table 2

Departments Within Which the Adult Education Program Operates

Status of the Adult Education Programs	Number	Per Cent
Separate Departmental Status	2	11.8
Joint Departmental Status Combined with Higher Education or Instructional Services	3	17.6
Within a Department of Higher Education, Administration, Supervision or Secondary Education	7	41.2
Other	5	29.4
Total	17	100.0

Organizational Changes

The respondents generally indicated that few changes were contemplated in their program's organizational structure within the next three years..

Typical comments about such changes were as follows:

> "Formal structure is not likely to change, but closer relationships and more active involvement anticipated in the part of Educational Psychology and Human Development, Community Development, Philosophy of Education, Religion, Social Work, Labor and Industrial Relations, and Continuing Education Service."
>
> "The whole University is being restructured--too complicated and also too indefinite to detail here."

"There is a proposal to eliminate division such as Social Foundations, Administration, Curriculum, etc. Instead there will be emphasis upon specific programs. However, I doubt whether this suggestion will be accepted by the faculty."

"Probable---but not until a permanent Dean is assigned."

"May conbine with other areas, but it is not yet clear what is the best combination."

One university indicated, however, that their adult education program would achieve full departmental status within the next three years and leave its present affiliation with the Department of Secondary Education. When the University of Nebraska develops a separate Department of Adult and Continuing Education (by 1970), at least one fourth of the adult education doctoral programs in the United States will have separate departmental status.

Program Titles

Official titles of the programs were too varied to provide a cluster for analysis. Typical titles were reported as follows:

1. Adult Education, or Adult Education Area
2. Adult Education, Special Field
3. Bureau of Studies in Adult Education
4. Center for Adult Education (in School of Education)
5. Department of Adult and Continuing Education
6. Department of Adult Education and Instructional Services
7. Extension--Adult Education
8. Graduate Program in Adult Education
9. Joint Office for Research Study and Development in Adult Education and University Extension

Staffing and Student Load

Table 3 summarizes the staffing pattern and advisee load in each of the respondent's programs.

TABLE 3
STAFFING PATTERNS AND ADVISEE LOAD

UNIVERSITY CODE	TOTAL NUMBER OF FACULTY (FTE)	NUMBER OF WHO ADVISE STUDENTS	AVERAGE ADVISEE LOAD	NUMBER OF STUDENTS		
				DOCTORAL	MASTER'S	TOTAL
1	1½	1	45	35	10	45
2	2 3/4	4	41	110	55	165
3	1	1	39	34	5	39
4	1*	3*	*	*	*	*
5	3	3	12	30	5	35
6	3	2	15	20	10	30
7	2	2	11	17	4	21
8	6	7	9	38	25	63
9	2	1	69	30	39	69
10	4½*	4*	*	*	*	*
11	5	5	15	61	13	74
12	7½	6	10	52	10	62
16	9½	7	22	31	121	152
17	1	1	24	19	5	24
18	¼	2	6	7	5	12
19	23*	23*	5*	50*	75*	125*
20	3	4	6	15	10	25
TOTAL	47½	46	324	499	317	816

FTE = Full-time equivalent

*These data, either not reported or believed to be spurious, were not included in the analysis.

It can be seen from Table 3 that, on the average, there are approximately (1) three and one-half full-time faculty members per program; (2) eleven doctoral advisees per full-time faculty member; (3) seven Master's advisees per full-time faculty member; and (4) a total average of eighteen advisees studying toward advanced degrees per full-time faculty member. The number of full-time faculty members in a single program ranged from one to nine and one-half, while the number of graduate advisees (doctoral and Master's) ranged from six to sixty-nine students per full-time faculty member.

Job Responsibilities

The average amount of time which faculty members devoted to teaching, administration, and research was found to be as follows:

(1) Teaching, 52 per cent;

(2) Administration, 21 per cent; and

(3) Research, 27 per cent.

Academic Background of Faculty

The academic backgrounds of faculty members in each of the programs varied to some extent. Summarized below is a tabular presentation of the reported data.

Although dual backgrounds were reported in some instances, it can be seen from Table 4 that almost one half (49.3%) of the faculty members had academic expertise in adult education. Another 11.6 per cent had backgrounds in administration/supervision, 10.2 per cent had backgrounds in sociology, and 7.3 per cent had backgrounds in higher education/community college work. The remaining academic backgrounds were too varied

Table 4

Academic Background of Faculty

Area or Field	Number	Per Cent
Adult Education	34	49.3
Administration/Supervision	8	11.6
Sociology (Social Work, Social Psychology, Rural Sociology)	7	10.2
Higher Education/Community College	5	7.3
Agricultural or Extension/Vocational Ed.	4	5.8
Educational Psychology	3	4.3
Audio-visual/Communications	3	4.3
Philosophy	1	1.4
Urban Regional Planning	1	1.4
Other	3	4.3

to be of value. If university code 19 had adequately reported the backgrounds of its faculty, agricultural or extension/vocational education would have been significantly represented.

Plans for Adding Faculty to the Programs

The reported data indicated a general trend to further develop the program which offered a doctoral degree in adult education by adding full-time or part-time faculty to the staff. In general, by 1968, the following types of people will be added to the staffs of the programs.

15 full-time adult education majors

4 part-time adult education majors

2 full-time adult basic education specialists

2 full-time research specialists

1 full-time psychologist

1 full-time economist/sociologist

1 part-time criminologist

Although this list does not present the complete staffing needs of graduate adult education programs in the United States, it does point out that approximately eighty per cent of the full-time people to be employed in adult education programs by 1968 will be adult education majors. Included within this number are at least four chairmen, two of whom will replace retiring chairmen, one who will replace a resigned chairman, and one who will lead a program which is being re-developed.

SUMMARY

The purpose of the survey was to determine the organizational patterns of graduate programs at universities in the United States which offer a doctoral degree in adult education. Eighteen universities, excluding the University of Nebraska, were surveyed by a questionnaire. The findings of the report were based on data obtained from seventeen respondents.

Profile of a Typical Program

The doctoral program in adult education is, more often than not, located in a very large state supported university in the Eastern half of the United States.[7] There is, however, one chance in four that the program is located either in an independently supported institution of higher education or in the Western half of the Untied States.

The program is, without exception, affiliated in some way with a college, school, or department of education. Organizationally, it operates within some other department but a trend toward the establishment of a separate department is evident. In some cases, the program might already have separate departmental status.

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[7] "Very large" is defined as an institution of higher education whose student enrollment is greater than 7,501.

The official title of the program has within it the words "adult education." It is, on the average, staffed by the equivalent of three and one-half full-time faculty members whose academic backgrounds include adult education, administration/supervision, sociology, higher education/community college, agricultural/extension/vocational education, and educational psychology. When additional faculty members are added to the program, the person sought is likely to have an academic degree in adult education with a background in adult basic education and research design.

There are, typically, fifty eight graduate students pursuing advanced degrees in the program. Faculty members advise, on the average, eleven doctoral degree candidates and seven Master's degree candidates. Each faculty member devotes about 52 per cent of his time to teaching, 27 per cent to research, and 21 per cent to administration.

Conclusions

The findings of the survey were limited by the use of a questionnaire as a data gathering instrument. Inherent in this technique is the possibility of a poorly constructed questionnaire by the investigator and of referent confusion by the respondent. Within these limitations, however, the survey represents the reported current practices in graduate programs at universities in the United States which offer a course of study leading to the doctorate in adult education.

Persons who are acquainted with the operation of universities know that an understanding of current practices does not provide a blueprint for a given institution to follow in developing any department or program of study. Institutional variables such as precedent, leadership styles, finances, power relationships, and personalities, among others, all affect

the development of a program. At best, current practices provide a benchmark whereby we can either do more of what we already know to be good but do not practice, or objectively seek to find better ways of doing those things we need to do better.

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Johnstone, John W. C. "Adult Uses of Education: Fact and Forecast," Sociological Backgrounds of Adult Education, Hobert W. Burns, editor. Notes and Essays on Education for Adults, No. 41. Chicago: Center for the Study of Liberal Education for Adults, 1964. Pp. 89-128.

Stacy, William H. "Lifelong Challenge," Adult Education (Spring, 1966), 16:175-180.

APPENDIX A

Questionnaire, Covering and Follow-up Letters

QUESTIONNAIRE

1. Official title of the program (or department): _____

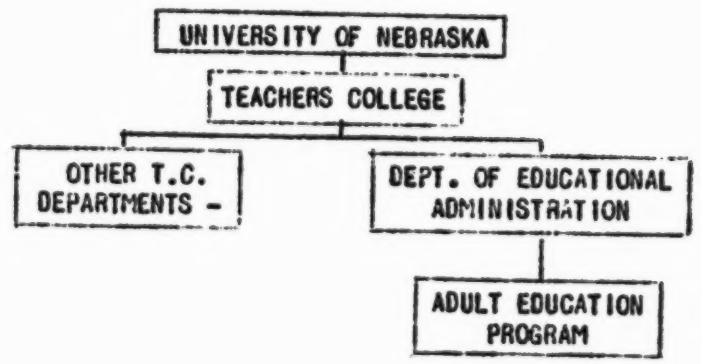
2. Name of person directly responsible for the program: _____

3. Title and affiliation of person to whom No. 2 reports: _____
(IE., DEAN, SCHOOL OF EDUCATION)

_____
(ANOTHER?)

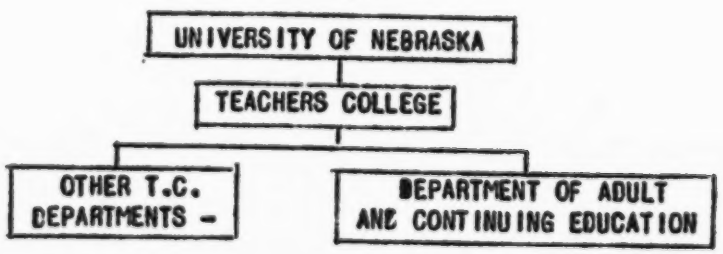
4. Please chart the organizational structure for your program as illustrated by the University of Nebraska's organization chart.

Example



5. If you contemplate any changes in the above organizational structure within the next three years, briefly describe or chart such changes below.

Example



6. Please supply the information requested below for each faculty member (teacher, administrator, researcher, or consultant) in your program.

NAME	RANK OR TITLE	FULL OR PART-TIME?	MAJOR ACADEMIC BACKGROUND	PERCENT OF TIME DEVOTED TO:		
				TEACHING	ADMINISTRATION	RESEARCH
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

7. Briefly describe your plans for adding additional faculty to the program.

8. How many of the faculty listed in No. 6 serve as advisors to graduate students? _____

9. How many students are actively pursuing degrees in adult education in the program?

_____Doctoral students _____Master's students

_____
(NAME OF PERSON FILLING OUT THIS QUESTIONNAIRE)

_____
(AREA CODE AND TELEPHONE)

PLEASE INDICATE HERE (____) THE NUMBER OF REPORTS OF THIS SURVEY YOU WOULD LIKE TO RECEIVE, AND RETURN THE COMPLETED QUESTIONNAIRE TO: CLIVE C. VERI, TEACHERS COLLEGE-II, UNIVERSITY OF NEBRASKA, LINCOLN, NEBRASKA.

April 5, 1967

Dear

I am, as a graduate student in adult education, performing a study in educational administration which is designed to determine the organizational patterns of adult education programs in American universities which offer a course of studies leading to the doctorate. Since your University has been identified as one which offers such a program, the survey cannot be completed without your assistance and cooperation. Would you, therefore, please complete the attached questionnaire and return it to me at your earliest convenience.

Perhaps at this point a definition is in order. For the purpose of the study, "adult education program" has been defined to include a department, bureau, institute, school, or sub-department in a college or university which has an organized course of studies leading toward the doctoral degree in the area of adult education. Further, students enrolled in the program are being prepared to hold positions as teachers, administrators, and/or researchers in adult, continuing, or extension education.

There might, of course, be some programs within the above terminology which have emerged since Mr. Houle and John Buskey reported "The Doctorate in Adult Education, 1935-1965." Would you, therefore, check the list below to determine if I have excluded a newly formed program, or one which is planned to be developed within the next year, and write in additions in the space provided?

University of Wisconsin
Columbia University
University of Chicago
Cornell University
Michigan State University
Indiana University
Univ. of California at Los Angeles
Ohio State University
University of Michigan
Florida State University
Boston University
State Univ. of New York at Buffalo
Syracuse University
University of Nebraska
Univ. of California at Berkeley
North Carolina State University
The George Washington University

Additions:

_____
_____
_____

Please accept my sincere thanks for responding to this request. If I receive the data from you within the next two weeks, I will forward a copy of the report to you during May. In the meantime, if I can be of assistance to you in filling out the questionnaire, please telephone (402) 472-2258.

Sincerely yours,

Clive C. Veri
Graduate Student

CCV/ps
Enc.

(FOLLOW-UP LETTER) 19

April 24, 1967

Dear

On April 5, I requested your assistance in filling out a brief questionnaire designed to determine the organizational pattern of your department or program in adult education. Since yours is one out of five instruments which has not been returned, I have enclosed another for your consideration.

I would be most appreciative to you for taking a few minutes out of your busy schedule to complete the questionnaire and return it to me in the franked envelope provided.

Thank you for your cooperation and assistance.

Sincerely yours,

Clive C. Veri
Graduate Student

CCV:jab

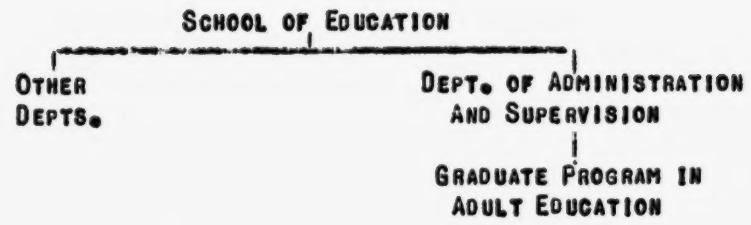
Enc.

APPENDIX B

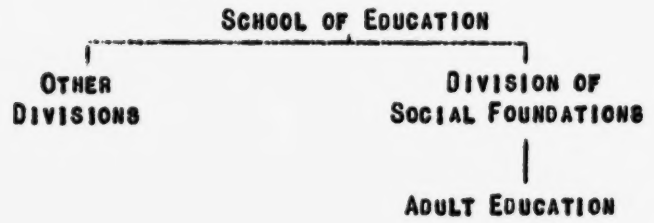
Organizational Patterns of Doctoral Programs in the United States

ARIZONA STATE UNIVERSITY

BOSTON UNIVERSITY



UNIVERSITY OF CALIFORNIA AT BERKELEY



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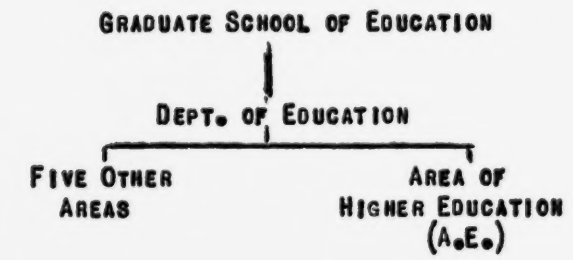
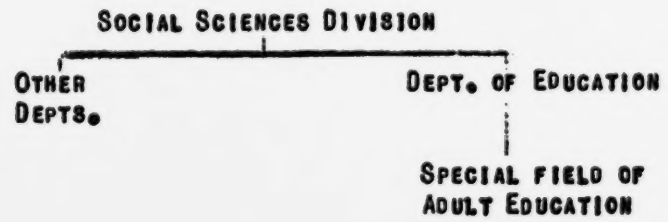
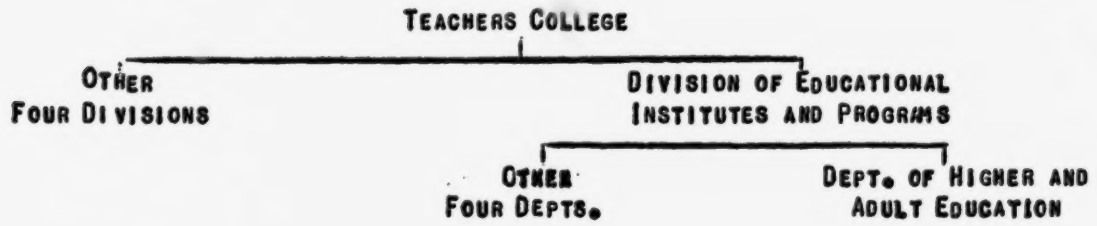


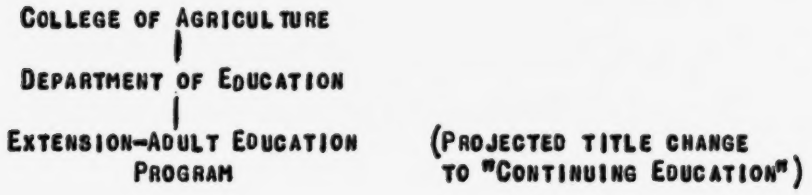
UNIVERSITY OF CHICAGO



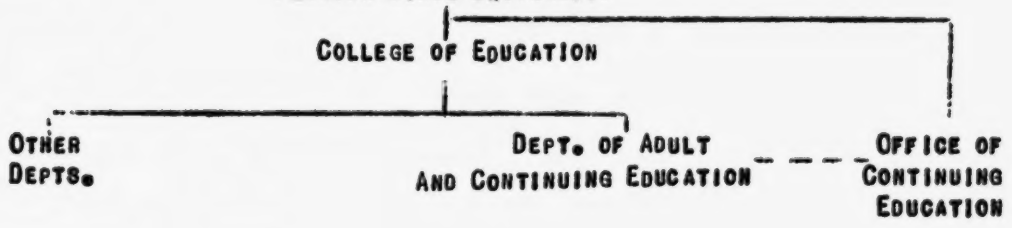
COLUMBIA UNIVERSITY


TEACHERS COLLEGE
OTHER FOUR DIVISIONS
DIVISION OF EDUCATIONAL INSTITUTES AND PROGRAMS
OTHER FOUR DEPTS.
DEPT. OF HIGHER AND ADULT EDUCATION

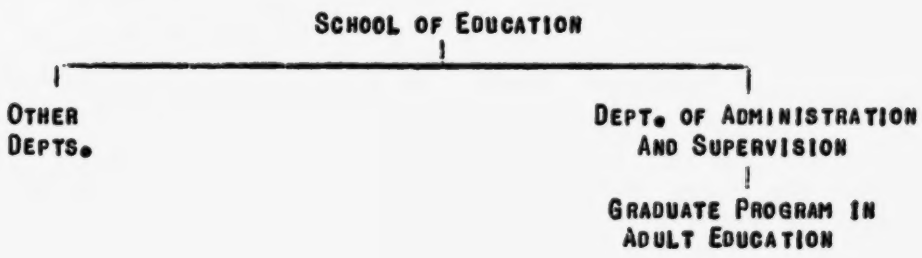
CORNELL UNIVERSITY



FLORIDA STATE UNIVERSITY



GEORGE WASHINGTON UNIVERSITY



UNIVERSITY OF GEORGIA

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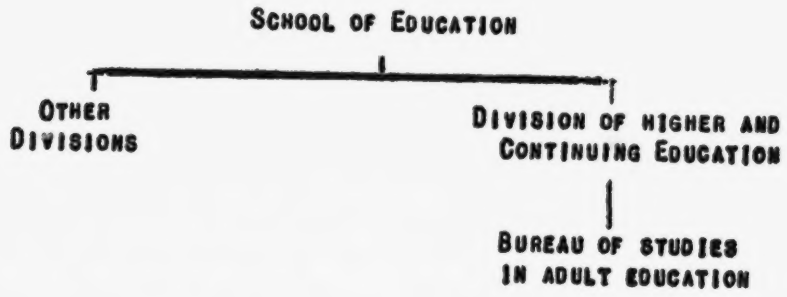
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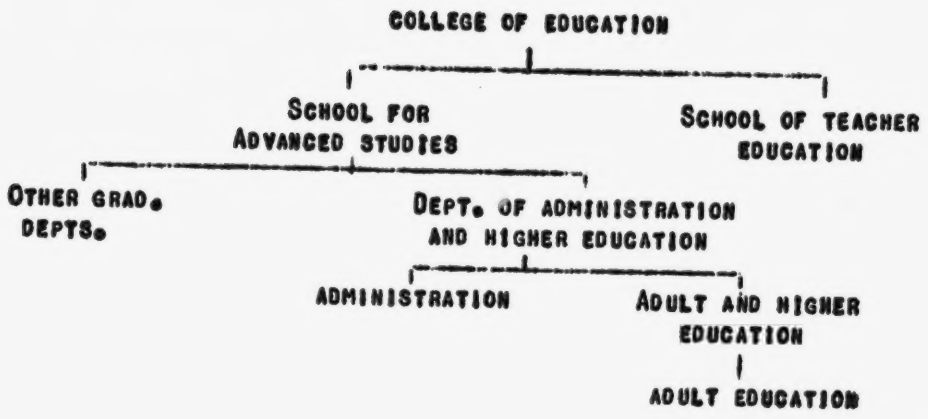

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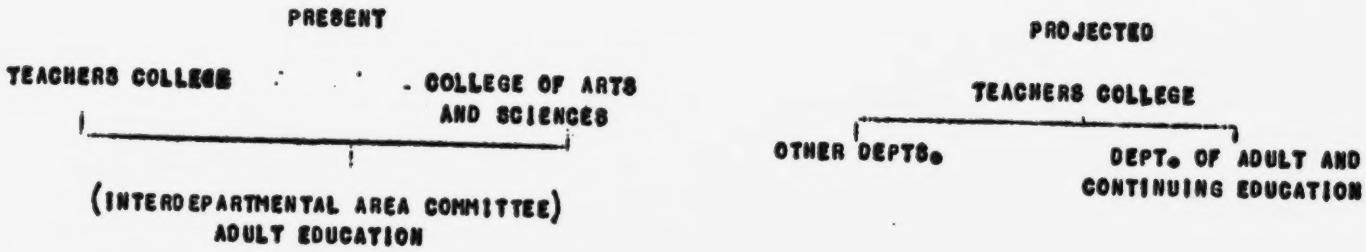
(OTHER DATA WAS NOT INCLUDED IN THE ANALYSIS)



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